



Redesign Plan

Valley View Elementary School

Battle Creek Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Valley View is a K-5 elementary which houses 491 students. We also have a preschool classroom which has two sections of 18 students for a total of 36.

78% of our students qualify for free or reduced lunch

16% of our students are African American

25% of our students are Asian (first generation Burmese - from the country of Burma)

Our staff is majority caucasian women. We have 29 certified staff members, most with masters level of education. Many staff members have roots in the Battle Creek community and still reside with in the school district or Battle Creek area.

Valley View is the largest elementary in the Battle Creek Public Schools. It is located outside of the City of Battle Creek in Springfield, Michigan. In the last three years, enrollment within Battle Creek Public Schools has continued to decline with many of our students attending neighboring districts due to Schools of Choice.

The City of Battle Creek is an urban community. It is home to many manufacturing companies (including Kellogg, Post and others). Poverty and unemployment has increased in past years in the Battle Creek area. However, the city is rich with supports for struggling individuals and families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The staff at Valley View, in cooperation with parents, will ensure that all students will achieve academic standards, through excellence in the teaching and learning required for active participation in our changing world.

-BATTLE CREEK PUBLIC SCHOOLS and Valley View Elementary believe in creating a world-class system providing a quality education that prepares all students to be productive and responsible citizens.

-Beliefs Statement of BATTLE CREEK PUBLIC SCHOOLS and Valley View Elementary:

-The District will provide opportunities for all students to develop their own unique skills and talents.

-Education will provide opportunities for all students and all staff members to honor, value, and understand diversity.

-All students achieve success when students, community, families, the Board of Education, and staff work together.

-All staff must recognize all students as the number one priority.

-Educating students will be based on research and best practices driving quality instruction and curriculum aligned with assessments.

-The BATTLE CREEK PUBLIC SCHOOLS will be fiscally responsible.

-The best decisions are data-driven which will ensure there is a valid and rational support for the choices we make on behalf of all students we serve.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Partnership with Bronson Battle Creek which offers the Mileage Club and Family Cooking/Healthy Eating Education opportunities for our school community.

Valley View has an Early Childhood Classroom in which 36, four year olds, attend for their preschool experience.

Enrollment at Valley View is consistent and remains approximately 490 students.

Valley View offers an Advanced and Accelerated program for 4th and 5th grade students.

We offer a Lego Robotics Club for students in grades 3-5 which is led by a parent volunteer.

Students in 4th and 5th grade participate in the Miller College Literacy Project.

5th graders participate in Service Learning opportunities like Empty Bowls.

% of Valley View students are proficient on the MEAP (this is one of the top in the district).

78% of our Kindergarten students scored proficient on end of year Fountas and Pinnell assessments.

80% of 1st graders scored proficient on end of year Fountas and Pinnell assessments.

80% of our students demonstrated growth from fall to spring on the MAP assessment (13-14)

Office referrals were reduced by 100 again this year. This is a dramatic decrease over the last three years.

We are striving for all of our students to be proficient in Reading and Math in the next 3 years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

"Valley View - Where the leaders are learners and the learners are leaders."

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	x	BCPS Guidelines for Student Growth BCPS Teacher Eval Doc

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	x	BCPS Administrator Evaluation Tool BCPS Administrator Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	Essential elements required by Section 8 of the MCL 380.1280c are covered in the collective bargaining agreement for all schools. The district will meet with union officials to execute an addendum covering item (b) of above in an MOU set to be finalized by June 1st of 2015.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	A negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c will be held no later than June 1st of 2015.	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	Union refuses to sign at this time. Discussions will continue until agreement on MOU has been reached.	VV Signature page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Sarah Scott, Principal, sscott@battle-creek.k12.mi.us

Kathy Hall, Kindergarten Teacher, khall@battle-creek.k12.mi.us

Renee Hoefler, 1st Grade, rhoefler@battle-creek.mi.k12.us

Breea Formsma, 2nd Grade, bformsma@battle-creek.k12.mi.us

Jennifer Ryan, 3rd Grade, jryan@battle-creek.k12.mi.us

Angela Graves, 4th Grade, agraves@battle-creek.k12.mi.us

Kevin Faraci, 5th Grade, kfaraci@battle-creek.k12.mi.us

Paul Richards, REACH Teacher, drichard@battle-creek.k12.mi.us

Melissa Remillard, Instructional Coach, mremillard@battle-creek.k12.mi.us

Steven Anderson, Special Education Teacher, sanderso@battle-creek.k12.mi.us

Cori Ignatovich, Parent Facilitator, cignatov@battle-creek.k12.mi.us

Information, ideas and input were solicited from all faculty members multiple times throughout the planning process.

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Student Achievement

At Valley View Elementary School, our (fall) MEAP 2013 data shows that our achievement and growth rate are significantly lower than other schools in Michigan. 2014 TTB ranking Z scores indicated the following scores in achievement:

Mathematics: -0.8746

Reading: -0.825

Science: -0.7122

Social Studies: -0.1979

Writing: -0.7075

Though our % of students proficient on the MEAP has increased in both reading and math our achievement relative to student Z-Scores continues to decline (getting further from 0). This has caused us to look at our data in many different ways. As we review Z Scores related to improvement and GAPS it is evident that our achievement declines as our improvement is slow and our GAPS (when comparing 2013 and 2014 MEAP Z Scores) are closing in math, reading, science, social studies and writing.

2014 TTB ranking Z scores indicated the following scores in improvement:

Mathematics: -0.7069

Reading: -0.7775

Science: -1.5884

Social Studies: -1.4060

Writing: -0.1140

Individual student improvement is not rapid enough. This is especially true for our students in the bottom 30%. Overall, we identified that we can attribute some of our decline due to the lack of a guaranteed and viable curriculum for all content areas. For many years teachers have not had access to adequate curriculum and materials. Teacher professional learning has been limited. We believe these factors attribute to our decline in student achievement and improvement. Additionally, the amount of instructional minutes for science and social studies were decreased at each grade level to increase the amount of instructional time for reading and math per district expectations. This resulted in teachers making independent judgments regarding what to teach and when to teach these subject areas. Therefore, students may or may not have had consistent or intentional instruction in these content areas. Our math curriculum was loosely aligned to the common core standards. We have building walkthrough data that would support our belief that Investigations, a complete K-5 mathematics curriculum resource, was not being taught with fidelity (implementation of all pieces, connection to the CCSS, and using data to plan for and adjust instruction) consistently across all grade levels, which resulted in a lack of student achievement growth.

Instructional outcomes are not written with rigor across or for all content areas. Our walkthrough data and District School Team Accountability Reviews (STAR) reports support that our lessons and instruction focus on basic knowledge and recall instead of planning for and expecting higher levels of thinking such as synthesis, analysis and creation based on Blooms Taxonomy or Level 4 in Depth of Knowledge.

Furthermore, our walkthrough data continues to indicate that our instructional outcomes have been whole group focused, neglecting the needs of small group/ individual performance in all content areas, everyday. In a review of PLC notes and agendas we have identified that assessments are not being consistently used to plan daily small group and individual instruction and small groups are not flexible, by definition. In addition, there has been a limited focus on intentional progress monitoring.

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2014 TTB ranking Z scores indicated the following scores in GAP analysis:

Mathematics: -0.6716

Reading: -1.1583

Science: -2.3759

Social Studies: -2.7306

Writing: -0.6423

Our MEAP Z Scores from 2012 to 2014 demonstrate some success in narrowing the achievement gap in reading writing, and mathematics when compared to Michigan schools included in the Top to Bottom Ranking. However, these successes are not fast enough and our overall student achievement is declining when comparing proficiency Z Scores to Michigan schools.. We recognize that we have not been using data to plan for ALL students meeting their unique individual needs. We have been "teaching to the middle" in reading and math.

More data to support our findings related to our GAP analysis:

13-14 Spring NWEA reading and 13-14 Spring Fountas and Pinnell (benchmark data) both indicate that our African American and Caucasian students are performing at a similar percentile. However, there are large student achievement gaps in reading between our Caucasian/African American students and our Asian students. Our Asian students are also identified as our English Language Learners.

The data indicates the following:

On the 2013-2014 SPRING NWEA our students on averaged scored:

Kindergarten students on average scored:

Asian 22nd percentile

African American 46th percentile

Caucasian 40th percentile

First grade students on average scored:

Asian 30th percentile

African American 29th percentile

Caucasian 39th percentile

Second grade students on average scored:

Asian 29th percentile

African American 36th percentile

Caucasian 41st percentile

Third grade students on average scored:

Asian 32nd percentile

African American 38th percentile

Caucasian 45th percentile

Fourth grade students on average scored:

Asian 30th percentile

African American 35th percentile

Caucasian 40th percentile

Fifth grade students on average scored:

Asian 13th percentile

African American 48th percentile

Caucasian 46th percentile

On the 2013-2014 SPRING Fountas and Pinnell our students on averaged scored:

Our KINDERGARTEN students proficient in English and our Burmese speaking students, on average, scored at the same level (level D).

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1st GRADE: Our students proficient in English were reading, on average, 2 levels higher.

2nd GRADE: Our students proficient in English were reading, on average, 4 levels higher.

3rd GRADE: Our students proficient in English were reading, on average, 2.5 levels higher.

4th GRADE: Our students proficient in English were reading, on average, 4 levels higher.

5th GRADE: Our students proficient in English were reading, on average, 8 levels higher.

A review of data reports that our students who are identified as economically disadvantaged are scoring in a lower percentile on the NWEA and at lower F/P reading levels in comparison to their non economically disadvantaged peers.

A review of data reports that our students who are identified as Students with an IEP at 1st, 2nd, 3rd, and 5th grades performed in a lower percentile on NWEA than their peers without an IEP.

A review of data reports that our students who are identified as Students with an IEP at all grade levels were reading at a lower level (Fountas and Pinnell) than their peers without an IEP.

We believe that our students are not making rapid improvement because we are not really differentiating ALL instruction for ALL students.

We are teaching to the middle in most subject areas. We are not using data effectively to plan for instruction meeting individual student needs. Our GAP data identified shared many of our achievement themes. However, as we dug a bit deeper into our data we did identify GAPS among our Asian students, economically disadvantaged and students with IEPs. After compiling our list of students who were identified by the MEAP in our bottom 30% we identified that each student in our bottom 30% falls into one of the above sub groups.

In a study of our 13-14 NWEA and Fountas and Pinnell data we identified that our students proficient in English consistently outperformed our ELL (Burmese) students. Our ELL students arrive to the United States with limited or NO school experience and are placed in an age appropriate grade level when registered at school. We do not use language acquisition assessments or data to place our ELL students.

Additionally, we do not have adequate ELL support (ESL teacher, interventionists, etc) to meet the needs of this population. Finally, teacher training did not begin until February of 2014.

Big Ideas to Boldly Change Teaching & Learning at Valley View School

For ALL students to achieve success in ALL content areas our students will have:

DATA DRIVEN INSTRUCTION IN ALL CONTENT AREAS FOR ALL STUDENTS EVERYDAY.

As articulated in above statements and data from MEAP, NWEA ,Fountas and Pinnell, and Running Records, we need to use our formative and summative student data to plan for and adjust student instruction in ALL content areas EVERYDAY. To accomplish this we will implement reading, writing and math workshops in all classrooms. We will implement a strong progress monitoring system for reading, writing and math to best inform instruction. Finally, we will be sure to provide informational texts and reading strategies to support our students in Science and Social Studies instruction.

READING ACROSS THE CONTENT AREAS FOR ALL STUDENTS EVERYDAY.

Our MEAP Z Score data supports that we are beginning to close GAPS in all content areas. We will continue to accomplish this while we implement reading of informational text in reading instruction. Finally, we will...

DEVELOP EXPERTISE ON OUR STAFF TO EFFECTIVELY TEACH LANGUAGE ACQUISITION SKILLS USING BEST PRACTICES STRATEGIES FOR OUR ENGLISH LANGUAGE LEARNERS.

It is evident in our NWEA and Fountas and Pinnell data that we have large GAPS between our proficient English speaking students and our ELLs. We need to develop capacity to meet the language acquisition needs of our students.

State what data were used to identify these ideas

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NWEA MAP Assessment (2013-2014)

MEAP Assessment (last 5 years)

Fountas and Pinnell Running Records (2013-2014)

Teacher Observation Data

Instructional Walkthrough Data

District Walkthrough Data

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Through the employment of a rigorous evaluation and data analysis process the current principal has been found to possess all five of the "turnaround competencies" needed to rapidly improve student achievement.

1. Identify and focus on early wins and big payoffs;

During her tenure as leader of Valley View Elementary, Mrs. Scott has embraced the concept of "shrinking the change" to focus on early wins. To do so, she regularly engages in data dialogues that regularly focus on improving what she can control rather than excusing results on the basis of what she can't control. Additionally, Mrs. Scott has implemented a process that results in an annual Theory of Action that helps staff focus intentionally on why it is doing something and how it expects that those actions will lead to improved outcomes.

2. Break organizational norms;

As discussed by the Public Impact document, Mrs. Scott consistently does more than is required for the purpose of accomplishing a difficult task or reaching a challenging goal including direct action and enlisting the extra help of others, taking personal risks, and acting without authority when needed to meet a goal. In demonstration of this competency, she has worked to restructure the use of non-instructional time in order to increase instructional time through the implementation of the "Operation Fit Breakfast in the Classroom" program. Additionally she has implemented a building performance management system that includes a systemized process for collecting data through team walkthroughs on identified school performance measures, and has initiated a strategic approach to improving the professional practice of teachers in order to increase the achievement of English Language Learners.

3. Act quickly in a fast cycle; and 4. Collect and analyze data;

Mrs. Scott has done an excellent job of creating a culture of continuous learning and improvement. To reach this aim she has developed and implemented a structure for regularly reviewing data at all levels of the school. The ongoing process for collecting and analyzing data is known as "nested ROCI". Using this Results Oriented Cycle of Inquiry (ROCI) process, Mrs. Scott meets with teachers, Instructional Coaches, and partners at the building level at least bi-weekly to monitor progress on the building Theory of Action by reviewing school level student achievement and adult practice data. Working with her team, she looks back, reflects and adjusts, and then looks forward to determine actions needed in order to improve outcomes. Mrs. Scott also meets with district level leaders to monitor progress on her TOA through an intentionally organized presentation for district leaders and peers called an Achievement Impact Presentation (AIP). The presentation is made three times per year and answers the questions: "what has the school done to impact student achievement? Is it working? If not, what needs to be done differently?"

Additionally, results from multiple types of assessments are regularly reported and used, reports, graphs, and charts are regularly updated to track growth in student achievement, and data briefings are consistently conducted at faculty meetings throughout the year.

5. Galvanize staff around big ideas.

Schools that consistently achieve rigorous goals have principals who hold clear visions, serve as instructional leaders, and stay focused on student learning (Marzano, 2005). However, it is becoming increasingly clear that if we are to dramatically improve outcomes for students of color, these responsibilities cannot rest on the shoulders of one individual; instead, the work of leading toward educational equity must be shared. Marzano (2005, p.99) believes that the answer lies in a leadership team that functions as a part of a "purposeful community" in which its members have the "collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members." A leadership team is an essential structure that principals can use to maximize the power of teacher leadership in pursuit of improved teaching and learning. Recognizing the significance of this research, in the past year, Mrs. Scott has developed and implemented an Instructional Leadership Team (ILT). The primary role of the Leadership Team is to lead the school's efforts at improving teaching and learning with an explicit goal of raising overall levels of student achievement and accelerating achievement for targeted groups. Under Mrs. Scott's direction, the team has worked to:

- Develop a clear, common purpose statement that provides focus for the team
- Establish clear ways of working and communication channels with their colleagues
- Gather and analyze school-wide data in order to set the school's annual student achievement goals and determine benchmarks by which to gauge progress.
- Develop an instructional theory of action which capitalizes on the strengths of the core instructional program in order to reach student achievement goals.
- Develop a professional learning plan that will support teachers to improve instruction

The ILT meets biweekly for at least an hour to review progress, adjust the strategy and ensure that all students have adequate opportunities to learn. The data presented below supports our determination that Mrs. Scott possesses the competencies needed to create change in the school.

Valley View Elementary Overall

MAP Reading Performance History

Valley View Elementary Overall
MAP Mathematics Performance History

Although confident that Mrs. Scott has the skills needed to effectively increase student achievement, the district recognizes the importance of supporting her continued professional learning. To that end, the district will provide weekly 1:1 coaching support delivered by an assigned District Transformation Coach, engage in regular case study and book reviews during principal meetings to increase leadership capacity, provide structured professional development through a deliberately organized professional development plan, and offer opportunities to participate in conferences and workshops that are tied to the transformation plan.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2A:

Battle Creek Public Schools engaged in a collaborative process to develop and implement the current teacher evaluation process and tool. A collective group of individuals that included teachers, union representatives, district and building level administrators worked strategically to review effective practices and develop a comprehensive teacher evaluation system. Members of the committee met regularly to discuss the tool, make revisions, and provide feedback to promote an effective implementation. Attached is the official, approved evaluation tool that outlines the process and evaluation expectations.

Indicator 2B:

A similar process for the development of the leadership evaluation tool was used. A collective group of individuals that included district and building level administrators worked strategically to review effective practices and develop a comprehensive administrator evaluation system. Members of the committee met regularly to discuss the tool, make revisions, and provide feedback to promote an effective implementation. Attached is the official, approved evaluation tool that outlines the process and evaluation expectations.

As the process of implementation evolves, teachers and leaders will continue to engage in collaborative dialogues about what constitutes good teaching in order to develop a shared understanding of what is good practice. To reach this aim the district will support the implementation of book studies that define good teaching in a coherent way, what it looks like, and what counts as evidence of good teaching in addition to other professional development opportunities that are aimed at creating a culture in the school around continued learning and professional inquiry. Beginning with the 2014-2015 school year and continuing in future years, both the administrator and teacher evaluation tools shall include student growth as 50% of the evaluation.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve

professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Indicator 3A:

High quality candidates will respond to each priority school's clearly articulated challenges (i.e., high free/reduced student population, high percentage of boys, high transiency rate) coupled with well-defined, high expectations. High expectations are articulated through weekly staff meetings, professional conversations, walk-throughs, STAR visits and data dialogues. The school and district will use common assessments and standardized benchmark assessments to identify student growth for students assigned to each teacher in order to identify teachers who have demonstrated growth AND implemented the instructional program effectively. This determination will be made using the above listed monitoring practices in addition to ongoing review and analysis of benchmark data from the NWEA MAP assessment. To that end, teachers who contribute significantly to building leadership through service on the school improvement team and/or instructional leadership team, and those who provide grade level team leadership within a building will be identified and recognized each quarter. These teachers along with those who have positively impacted student achievement will be recognized through recognition programs, such as an annual Excellence in Teaching award, Whatever It Takes peer-to-peer recognition program, and service awards. In addition, we provide special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, and Teacher Appreciation Week. Additionally, building administrators will take care to regularly recognize and celebrate individuals in staff and parent newsletters.

Indicator 3B:

BCPS believes that it is in the best interests of the students we serve to quickly and directly confront employee-performance concerns. All evaluation data will inform decisions about compensation, retention, promotion, and termination of employment. In addition, weekly observations and feedback using the teacher observation protocol, along with both mid-year and year-end evaluations, will help define professional development goals for each teacher. If data shows that a teacher or school leader is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. Employees may be placed on a performance-coaching plan or performance-improvement plan to help them grow and develop. If an employee's performance fails to demonstrate the improvements within the timeframe specified in the plan and/or there is a severe performance shortcoming, we may terminate employment.

More specifically, the removal of minimally effective or ineffective leaders and staff members will occur after a minimum of three formative observations, five walk-throughs, and one summative evaluation. Student growth data will be collected during the school year, with results figuring into the summative evaluation.

- A teacher whose performance on any domain of a formative observation is minimally-effective or ineffective as determined by domain specific cut scores will be designated a "Teacher in Need of Assistance" and will develop an improvement plan to designate steps required to address these deficiencies. Follow-up will be conducted by the administrator and instructional coach. A teacher disagreeing with the results of a formative observation may request another formative observation by another administrator.
- Subsequent observations will be conducted and teachers who fail to complete the growth plan or who perform at a sub-standard level in one or more areas of the formative observation or summative evaluation instrument will be removed as per local and state policy in effect at the

time.

- Administrative staff will be retained or removed at the discretion of the superintendent. The district will create a memorandum of understanding to be negotiated with the district and the teachers' union.

These decisions may include identifying, supporting, and/or terminating the employment of ineffective staff.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

What do adults need to learn in order to implement these strategies?

>Differentiated Instruction

- Using formative and summative assessments for scaffolding student learning.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- By analyzing and understanding how to design instruction that leads to student thinking hitting the highest levels of Bloom's Taxonomy and/or Level 4 in depth of knowledge.

>Direct Explicit Instruction

- Using direct explicit instruction during lesson planning and writing I can statements in all subject areas.
- Understanding gradual release and student engagement.
- Instructional staff will learn how to measure the I can statements and how to help students measure their own learning.

>Workshop Approach

- Structure of a workshop model

- Using formative assessments to plan for:

*mini lessons

*group work

*independent work

*progress monitoring

*analyzing running records

*math workshop approach

*math recovery

*understanding what flexible grouping means and understanding how flexible grouping similar and different from guided groups

>Teaching reading comprehension using informational text

- Using Journeys as a resource for using the informational text as our resource to support target skills.
- Implement reading apprenticeship in grades 3-5

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*what is reading apprenticeship and how can it support teachers in the classroom by learning the strategies to support students.

*Learn how to support students in understanding their own thinking process.

*How to turn learning back to student success.

>Academic Vocabulary in all Content Areas

- Develop an understanding of how to incorporate academic vocabulary into everyday instruction.
- Develop a process for assessing academic vocabulary.

>Develop lessons to support ELL students to expand academic language and content knowledge

- Continue learning from our professional learning with Nadra Shami, Dearborn Schools.
- What does it look like to embed language instruction within the content area.
- We can continue to reflect on what other professional learning is needed after we have completed our plan during year 0.

How does this PL reflect the big ideas?

>Differentiated Instruction

- Teachers will be able to differentiate instruction based on formative and summative data that will connect to our data driven instruction.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- Using data and will support teachers to plan for a rigorous lesson. Looking at data we will become more driven for our instruction.

>Direct Explicit Instruction

- Direct Explicit instruction will support our students at all levels by scaffolding their learning and supporting students with catch up growth and annual growth.

>Workshop Approach

- A workshop model requires teachers to plan for differentiated instruction based on formative and summative data

>Teaching reading comprehension using informational text

- Students will gain content knowledge through the use of informational text and through reading apprenticeships for grades 3-5.

>Academic Vocabulary in all Content Areas

- Using academic vocabulary in all content areas will allow students to have a better understanding and support students with prior knowledge. This will allow direct explicit instruction to take place in the classroom.

>Develop lessons to support ELL students to expand academic language and content knowledge

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- Skills will be developed to understand academic language across all content areas. This will support our ELL students expand their vocabulary to support them in a school setting.

How does this PL provide repeated opportunities with a common focus?

>Differentiated Instruction

- The common focus is the connection between student learning and meeting each child where they are. In addition to providing Tier II and Tier III supports for catch up growth.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- The common focus is the connection between rigor and a data driven instruction.
- The professional learning will support teachers to plan, scaffold and differentiate learning for students by using and understanding BLOOM's Taxonomy.

>Direct Explicit Instruction

- The common focus is the connection between direct explicit instruction and analyzing data to support students with annual and catch up growth.

>Workshop Approach

- The common focus is the connection between each component of the workshop model. The workshop model will support teachers with scaffolding student work and allowing for students to work at their level.
- The professional learning will connect each component of the workshop model allowing for professional learning and feedback, reflection and adjustment of instruction in PLC's.

>Teaching reading comprehension using informational text

- The common focus is the connection between informational text and developing reading skills and comprehension to support students with catch up growth.

>Academic Vocabulary in all Content Areas

- The common focus is the connection between informational text and developing reading skills and comprehension. With this focus it will support students in the classroom activate prior knowledge and develop an understanding for academic vocabulary.

>Develop lessons to support ELL students to expand academic language and content knowledge

- The common focus is embedding language instruction within content areas. ELL students will be able to receive the support of using sentence stems and allowing them to have catch up growth.

How will you make sure the PL is high quality?

>Differentiated Instruction.

- Instructional Coach, PLC Leads, Principal:
- We will use formative and summative data to determine student's needs and adjust instructional supports and academic work. We will be bringing in an expert to support our staff at Valley View.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- Instructional Coaches, PLC Leads, Principal:
- We will use formative and summative data to determine student needs and add rigor to our differentiated instruction to support annual and catch up growth.

>Direct Explicit Instruction

- Instructional Coaches, PLC Leads, Principal:
- We will use formative and summative data to determine student needs and by using direct explicit instruction will support our students by making sure they understand what is expected of them to complete the task. We will be bringing in expert to help us with differentiated instruction.

>Workshop Approach

- Instructional Coaches, PLC Leads, Principal:
- We will use student data (formative and summative) to determine next steps for our workshop approach.
- We will research the most effective instructional practices in order to allow our students to have catch up growth and annual growth. The Instructional leadership team will ROCI around if our data is reflecting that our workshop approach is working.

>Teaching reading comprehension using informational text

- Instructional Coaches, PLC Leads, Principal:
- We will use student data (formative and summative) to determine next steps for our workshop approach.
- We will research the most effective instructional practices in order to allow our students to have catch up growth and annual growth. We will be bringing in an expert to support our learning with comprehension and using informational text.

>Academic Vocabulary in all Content Areas

- Instructional Coaches, PLC Leads, Principal:
- We will assess student learning while incorporating academic vocabulary into everyday instruction.
- We will research the most effective instructional practices in order to allow our students to have catch up growth and annual growth. We will bring in an expert to support our learning on academic vocabulary

>Develop lessons to support ELL students to expand academic language and content knowledge

- Instructional Coaches, PLC Leads, Principal.
- We will assess student learning while incorporating language acquisition into everyday instruction.
- We will research the most effective instructional practices in order to allow our students to have catch up growth and annual growth.

How is the PL job embedded?

>Differentiated Instruction.

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our instructional coaches and principal will give immediate feedback on the instructional approach when it comes to differentiating students learning.
- Our instructional coaches will observe and provide direct instruction based on the individual needs of our instructional staff.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our instructional coaches and principal will give immediate feedback on the instructional approach when it comes to adding rigor to the instructional day and scaffolding of students learning.
- Our instructional coach will observe and provide direct instruction based on the individual needs of our instructional staff.

>Direct Explicit Instruction

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our instructional coaches and principal will give immediate feedback on the instructional approach when it comes to adding rigor to the instructional day and scaffolding of students learning.
- Our instructional coaches will observe and provide direct instruction based on the individual needs of our instructional staff.

>Workshop Approach

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our ILT, principal and instructional coach will provide feedback on instructional practices for our workshop approach.
- Instructional coach will support teachers in the classroom by observing, modeling and supporting teachers at their level of development.

>Teaching reading comprehension using informational text

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our instructional coaches and principal will give immediate feedback on the instructional approach when it comes to adding rigor to the instructional day and scaffolding of students learning.
- With our expert support our instructional coach will observe and provide direct instruction based on the individual needs of our instructional staff.

>Academic Vocabulary in all Content Areas

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our instructional coaches and principal will give immediate feedback on the instructional approach when it comes to adding rigor to the instructional day and scaffolding of students learning.
- With our expert support our instructional coach will observe and provide direct instruction based on the individual needs of our instructional staff.

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>Develop lessons to support ELL students to expand academic language and content knowledge

- Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development.
- Our instructional coaches and principal will give immediate feedback on the instructional approach when it comes to supporting our ELL population.
- With our expert support our instructional coach will observe and provide direct instruction based on the individual needs of our instructional staff.

How does this PL align to the instructional program?

>Differentiated Instruction

- Our professional learning aligns directly with differentiated instruction by requiring teachers to continuously assess, analyze, and plan for scaffolding student needs based on formative and summative assessment.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- Our professional learning aligns directly with differentiated instruction by requiring teachers to continuously assess, analyze, and plan for scaffolding student needs based on formative and summative assessment.

>Direct Explicit Instruction

- Our professional learning aligns directly with direct explicit instruction by requiring teachers to continuously assess, analyze and plan for instruction based on formative and summative assessment.

>Workshop Approach

- Our professional learning aligns directly with differentiated instruction by requiring teachers to assess, analyze and plan for all instruction based on formative and summative assessments.

>Teaching reading comprehension using informational text

- Our professional learning aligns directly with Common Core by using our resource of Journeys. Using informational text we will be supporting reading and comprehension strategies. These supports in place will help students to catch up with grade level.

>Academic Vocabulary in all Content Areas

- Our professional learning aligns directly with teaching literacy skills across all content areas by requiring teachers to develop an understanding of why it is important to teach academic vocabulary across all content areas.

>Develop lessons to support ELL students to expand academic language and content knowledge

- Our professional learning will support our ELL students develop skills to be successful in all content areas by giving them the domains and vocabulary they need to have some success.

How will you monitor the impact and implementation?

>Differentiated Instruction

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for student work to see if it is differentiated to student needs. We will measure the effectiveness of our instruction by analyzing formative and summative data. We will have conversations in our PLC's and ROCI (results-oriented cycle of inquiry) around how to improve our differentiated instruction.

>Bloom's Taxonomy and level 4 in Depth of Knowledge

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for observing teachers using BLOOM's Taxonomy in the classroom to drive the intentionality of rigour.

>Direct Explicit Instruction

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for observing teachers lesson plans and developing a way to measure if our I can statements are student friendly and are intentional.

>Workshop Approach

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for observing teachers during their math and ELA workshop.

>Teaching reading comprehension using informational text

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for observing teachers during their math and ELA workshop.

>Academic Vocabulary in all Content Areas

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for observing teachers.

>Develop lessons to support ELL students to expand academic language and content knowledge

- Through our instructional coaches, monthly walkthroughs and STAR visit we will develop look-fors for observing teachers lesson plans and I can statements to support language acquisition.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Indicator 5A:

BCPS recognizes that the single greatest factor for increased student achievement is the effectiveness of the classroom teacher. To that end, when recruiting staff, the district will take into consideration the instructional competencies required to improve student achievement at a high level. As vacancies occur, the district will seek highly qualified motivated candidates who have a desire for increased instructional intensity and a desire to take on leadership roles to not only enhance student achievement but also to improve the school climate by demonstrating cultural competence. Transcripts and resumes of potential candidates will be reviewed to ensure academic strength in both reading instruction and mathematics. Human resources department will employ a progressive process were actively recruiting teachers from regional colleges and universities that have the skills we are seeking. Additionally, intern teachers and other promising candidates are often recruited through the summer school program where they are actively observed working with our student population. Teachers that she'll

promise and working with our summer school population are given favorable consideration for openings in our district.

Indicator 5B:

To retain highly qualified and highly effective staff in our priority schools, the district will provide opportunities for principals to obtain stipends of no greater than \$750.00 for individual classes or seminars that increase their capacity to improve reading and math achievement.

Furthermore, the district will provide increased opportunities for career growth through staff attendance (teachers and principals) at specific reading professional development (i.e., Michigan Reading Association (MRA) and Differentiated Instruction Workshops, Guided Reading workshops, etc).

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Indicator 6A:

Valley View Elementary School Instructional Leadership team with teacher and support staff input and discussion conducted a comprehensive review of Fall 2013 MEAP z scores for all content areas, five year MEAP data trends for all grade levels (3, 4, and 5) and sub groups, along with MAP data and Fountas and Pinnell benchmark data from Spring 2013-2014 and Fall 2014.

From the data dialogues conducted in September 2014 we determined that our achievement and improvement rates for all content areas are significantly lower than other schools in Michigan. Additionally, while we are making gains in closing our gaps in the areas of reading, math, science, social studies and writing they are not rapid enough to impact rapid increase in student achievement. Individual student achievement is not rapid enough. This is especially true for our students in the bottom 30% based upon MEAP 2013 z-scores.

2014 TTB Ranking Z Scores indicated the following scores in achievement:

Mathematics: -0.8746

Reading: -0.825

Science: -0.7122

Social Studies: -0.1979

Writing: -0.7075

Though our % of students proficient on the MEAP has increased in both reading and math our achievement relative to student Z-Scores continues to decline (getting further from 0). This has caused us to look at our data in many different ways. As we review Z Scores related to improvement and GAPS it is evident that our achievement declines as our improvement is slow and our GAPS (when comparing 2013 and 2014 MEAP Z Scores) are closing in math, reading, science, social studies and writing.

2014 TTB ranking Z scores indicated the following scores in improvement:

Mathematics: -0.7069

SY 2014-2015

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Reading: -0.7775

Science: -1.5884

Social Studies: -1.4060

Writing: -0.1140

Individual student improvement is not rapid enough. This is especially true for our students in the bottom 30%. Overall, we identified that we can attribute some of our decline due to the lack of a guaranteed and viable curriculum for all content areas. For many years teachers have not had access to adequate curriculum and materials. Teacher professional learning has been limited. We believe these factors attribute to our decline in student achievement and improvement. Additionally, the amount of instructional minutes for science and social studies were decreased at each grade level to increase the amount of instructional time for reading and math per district expectations. This resulted in teachers making independent judgments regarding what to teach and when to teach these subject areas. Therefore, students may or may not have had consistent or intentional instruction in these content areas. Our math curriculum was loosely aligned to the common core standards. We have building walkthrough data that would support our belief that Investigations, a complete K-5 mathematics curriculum resource, was not being taught with fidelity (implementation of all pieces, connection to the CCSS, and using data to plan for and adjust instruction) consistently across all grade levels, which resulted in a lack of student achievement growth.

Instructional outcomes are not written with rigor across or for all content areas. Our walkthrough data and District School Team Accountability Reviews (STAR) reports support that our lessons and instruction focus on basic knowledge and recall instead of planning for and expecting higher levels of thinking such as synthesis, analysis and creation based on Blooms Taxonomy or Level 4 in Depth of Knowledge.

Furthermore, our walkthrough data continues to indicate that our instructional outcomes have been whole group focused, neglecting the needs of small group/ individual performance in all content areas, everyday. In a review of PLC notes and agendas we have identified that assessments are not being consistently used to plan daily small group and individual instruction and small groups are not flexible, by definition. In addition, there has been a limited focus on intentional progress monitoring.

2014 TTB ranking Z scores indicated the following scores in GAP analysis:

Mathematics: -0.6716

Reading: -1.1583

Science: -2.3759

Social Studies: -2.7306

Writing: -0.6423

Our MEAP Z Scores from 2012 to 2014 demonstrate some success in narrowing the achievement gap in reading writing, and mathematics when compared to Michigan schools included in the Top to Bottom Ranking. However, these successes are not fast enough and our overall student achievement is declining when comparing proficiency Z Scores to Michigan schools.. We recognize that we have not been using data to plan for ALL students meeting their unique individual needs. We have been "teaching to the middle" in reading and math.

More data to support our findings related to our GAP analysis:

13-14 Spring NWEA reading and 13-14 Spring Fountas and Pinnell (benchmark data) both indicate that our African American and Caucasian students are performing at a similar percentile. However, there are large student achievement gaps in reading between our Caucasian/African American students and our Asian students. Our Asian students are also identified as our English Language Learners.

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The data indicates the following:

On the 2013-2014 SPRING NWEA our students on averaged scored:

Kindergarten students on average scored:

Asian 22nd percentile

African American 46th percentile

Caucasian 40th percentile

First grade students on average scored:

Asian 30th percentile

African American 29th percentile

Caucasian 39th percentile

Second grade students on average scored:

Asian 29th percentile

African American 36th percentile

Caucasian 41st percentile

Third grade students on average scored:

Asian 32nd percentile

African American 38th percentile

Caucasian 45th percentile

Fourth grade students on average scored:

Asian 30th percentile

African American 35th percentile

Caucasian 40th percentile

Fifth grade students on average scored:

Asian 13th percentile

African American 48th percentile

Caucasian 46th percentile

On the 2013-2014 SPRING Fountas and Pinnell our students on averaged scored:

Our KINDERGARTEN students proficient in English and our Burmese speaking students, on average, scored at the same level (level D).

1st GRADE: Our students proficient in English were reading, on average, 2 levels higher.

2nd GRADE: Our students proficient in English were reading, on average, 4 levels higher.

3rd GRADE: Our students proficient in English were reading, on average, 2.5 levels higher.

4th GRADE: Our students proficient in English were reading, on average, 4 levels higher.

5th GRADE: Our students proficient in English were reading, on average, 8 levels higher.

A review of data reports that our students who are identified as economically disadvantaged are scoring in a lower percentile on the NWEA and at lower F/P reading levels in comparison to their non economically disadvantaged peers.

A review of data reports that our students who are identified as Students with an IEP at 1st, 2nd, 3rd, and 5th grades performed in a lower percentile on NWEA than their peers without an IEP.

A review of data reports that our students who are identified as Students with an IEP at all grade levels were reading at a lower level (Fountas and Pinnell) than their peers without an IEP.

We believe that our students are not making rapid improvement because we are not really differentiating ALL instruction for ALL students.

We are teaching to the middle in most subject areas. We are not using data effectively to plan for instruction meeting individual student needs. Our GAP data identified shared many of our achievement themes. However, as we dug a bit deeper into our data we did identify GAPs among our Asian students, economically disadvantaged and students with IEPs. After compiling our list of students who were

identified by the MEAP in our bottom 30% we identified that each student in our bottom 30% falls into one of the above sub groups. In a study of our 13-14 NWEA and Fountas and Pinnell data we identified that our students proficient in English consistently outperformed our ELL (Burmese) students. Our ELL students arrive to the United States with limited or NO school experience and are placed in an age appropriate grade level when registered at school. We do not use language acquisition assessments or data to place our ELL students. Additionally, we do not have adequate ELL support (ESL teacher, interventionists, etc) to meet the needs of this population. Finally, teacher training did not begin until February of 2014.

Big Ideas to Boldly Change Teaching & Learning at Valley View School

For ALL students to achieve success in ALL content areas our students will have:

1. DATA DRIVEN INSTRUCTION IN ALL CONTENT AREAS FOR ALL STUDENTS EVERYDAY.

As articulated in above statements and data from MEAP, NWEA ,Fountas and Pinnell, and Running Records, we need to use our formative and summative student data to plan for and adjust student instruction in ALL content areas EVERYDAY. To accomplish this we will implement differentiated instruction for individual students that will enable us to Students working at grade level and teachers differentiating instruction through independent work. Students will be working in flexible groups to master skills at their level. Groups will be differentiated with above, at and below work to move students to the next level. Additionally, we will Plan activities and questions that are supporting students higher order thinking to reach the evaluation level using BLOOM's Taxonomy. Throughout the school week we will start at the knowledge level and move them through the process to the evaluation level. Furthermore, we will plan for and implement Direct, Explicit Instruction. Teachers will make content explicit through explanation, modeling, representations and examples in addition to posting I can statements in student friendly language and referring students to the objective for every subject area. Students will know the target skill they are working on. Finally, we will implement high quality tier 1 instruction in instructional areas: Balanced literacy, mathematics, and use small group instruction that is differentiated to meet our above, at and below students.

2. READING ACROSS THE CONTENT AREAS FOR ALL STUDENTS EVERYDAY.

Our MEAP Z Score data supports that we are beginning to close GAPs in all content areas. We will continue to accomplish this while we implement reading of informational text in reading instruction. Using informational text we will teach Reading Comprehension to help students develop skills and knowledge that will improve their understanding of the content area objectives. Finally we will teach academic vocabulary in all content areas by Introducing posting and finding common language for supporting students with academic vocabulary. Our word walls will be interactive with academic vocabulary posted and visible to all students.

3. DEVELOP EXPERTISE ON OUR STAFF TO EFFECTIVELY TEACH LANGUAGE ACQUISITION SKILLS USING BEST PRACTICES STRATEGIES FOR OUR ENGLISH LANGUAGE LEARNERS.

It is evident in our NWEA and Fountas and Pinnell data that we have large GAPs between our proficient English speaking students and our ELLs. We need to develop capacity to meet the language acquisition needs of our students. We will accomplish this through the use of Differentiated Instruction, equitable participation protocols, and active learning strategies to embed language instruction within the content

area instruction.

Plan for Improving Instruction

During our four years we are committed to improving instruction in all content areas. We are committed to accomplishing this starting in 2014 - 2015 school year.

Year 0 (2014-2015): We will analyze data and determine our focus for essential skills in each content area. We will study and make connections with in our lessons to Bloom's Taxonomy, Depth of Knowledge and student engagement. Additionally, our lesson plans will reflect direct, explicit instruction by showing I can statements (objectives) that explicitly target the skill(s) to be taught. We will use our ELA curriculum resource (Journeys) to plan for lessons and activities that are integrated into our reading workshops in all classrooms. Furthermore, teachers will use informational text from Journeys and leveled readers to teach informational text structures and to access vocabulary words and connected lessons. To begin addressing our Tier 1 instruction for mathematics we will launch a book study, using the texts Guided Math and Math Workstations, to assist in the implementation of math workshop. Finally, we will expand our development of expertise in accelerating our ELLs with professional learning provided by Nadra Shami (Dearborn Schools). The focus of this learning is WIDA overview and considerations; Focus of Academic Language; Identify EL needs and linguistically accommodations; Writing content and language objectives for focused lessons; integrating structured reading and writing for content and language development.

Year 1 (2015-2016): Teachers will continue to access and analyze current data (MAP, F&P and district assessments) to differentiate instruction. We will develop lessons using our formative and summative data that include complex tasks. Such as: investigation, problem solving, decision making and experimental inquiry that are specific learning goals. Teachers lesson plans will reflect direct explicit instruction by showing "I Can" statements that explicitly target the skill to be taught. Our instructional coaches will support teachers with reflecting and identifying target skills. Teachers will implement the math workshop by utilizing research and strategies learned during year 0 book study. We will partner with CISD to provide teachers in grades 3-5 Reading Apprenticeship training. Teachers in grades K-2 will implement Journeys informational text resources. We will launch a book study using Marzano's, Building Academic Vocabulary. We will implement the 6 step process as discussed in the text, use our Journeys resource and additional CCSS and curriculum resources to identify key academic terms to teach at both the school and classroom level. Additionally, we will begin working on cross curriculum mapping. To complete this task we will need access to ALL science kits (at each grade level) in the building to allow for this work. Finally, we will extend our professional learning to develop our expertise of teaching our ELL students with facilitator Nadra Shami (Dearborn Schools). We will revisit writing observable and measurable and content language objectives; Selecting and developing academic vocabulary (brick and mortar words); Structured interaction strategies; Building capacity to sustain the change process.

Year 2 (2016-2017): This year is focused around developing and using formative assessments to drive instruction (lessons and activities) in all content areas at all grade levels. We will enhance year one by adding and ensuring academic discourse and gradual release of responsibility in all classrooms. Additionally, our goals to integrate Social Studies and Science instruction into our ELA block by teaching students informational text strategies will become a reality. Teachers will develop lessons and activities that integrate Science and Social Studies using informational text during the ELA block. Teachers will develop fun and engaging activities and games to help students add to their knowledge of vocabulary terms.

YEAR 3 (2017-2018): It is our goal that we will have our instructional activities to improve instruction in all content areas implemented by year 2017-2018. The final year of our plan is a year that we will be fully engaged in implementation, monitoring our implementation of instructional strategies and student achievement data. We will use our ROCI (Results Oriented Cycle of Inquiry) to reflect and adjust instruction for all students, at all levels.

6B:

Big Idea #1

Data Driven Instruction for ALL Students Everyday.

>Strategy #1: Implement Differentiated Instruction for all students.

Describe the Instructional Strategy:

- Students are working at grade level and teachers are differentiating and scaffolding student learning.
- We will start by meeting each child where he or she is in the learning process in order to authentically meet his or her academic needs (based on data collected).
- Students will be working in flexible groups to master skills at their level.
- Groups will be differentiated with above, at and below work to move students to the next level.

How does this relate to the big idea?

- Collecting data: Formative and summative assessments from our rigorous lessons for data driven instruction and conversations at PLC.
- Teachers will collect monthly running records, math assessments, quarterly district assessments, monitoring notes and anecdotal notes. During PLC's teachers will reflect on this data and adjust instruction according to student needs. Using this data will adjust and differentiate our instruction.

How is this aligned with career and college ready standards?

- Through PLC's teachers will be Scaffolding instruction which will move students from the comprehension level of thinking and increase critical thinking skills from Knowledge to Evaluation through Blooms taxonomy. Raymond, E. (2011). Learners with mild disabilities. Pearson Books.

What is the Research base, relevant data, outcomes?

- A process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is... Rather than expecting students to modify themselves (Hall 2002) Marzano-Formative assessment.

What is the timeline, resources, staff responsible?

- Year 0: Analyze data and focus on essential skills on each content area
- Year 1: During the collection of data teachers will use their PLC time to analyze data and begin to differentiate instruction for ELA and Mathematics.
- Year 2: Teachers will continue to analyze data and differentiating for ELA and Math but will begin differentiating lessons for Science and Social Studies
- Year 3: Teachers will continue to differentiate instruction for all subject areas and continue to plan, reflect, adjust ideas and lessons to support lessons and activities for all students.

What is the monitoring plan and data to track implementation and adult data?

- Using the Results Oriented Cycle of Inquiry and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation.
- Principal, Coach and Instructional Leadership Team.
- Access and analyze current data (F&P, MAP, District Assessment)
- Administering F/P benchmark assessments, Cold Read (running records), District assessments.
- Flexible grouping.

>Strategy #2: Implement Instruction that reaches the highest levels of BLOOM's Taxonomy and Level 4 in Depth of Knowledge.

Describe the Instructional Strategy:

- Plan activities and questions that are supporting students higher order thinking to reach the evaluation level using BLOOM's Taxonomy. Throughout the school week we will address where students are and move them through the process to the evaluation level.

How does this relate to the big idea?

- By collecting data: Formative and summative assessments We will be able to develop rigorous lessons. Looking at and referring to data we will become more driven for our instruction and conversations at PLC.
- Using data will support student improvement and achievement closing our gap.

How is this aligned with career and college ready standards?

- Teachers will support students at the elementary work on higher order thinking and reaching the evaluation level of using BLOOM's Taxonomy will support students to be able to think for a more global society.

What is the Research base, relevant data, outcomes?

- Center for Educational Improvement-as creating an environment in which each student is expected to learn at high levels fostering a deeper understanding for students, ASCD- (Rick Allen) 4 main components of academic Rigor. Students know how to create their own meaning out of what they learned. They organize information so they create mental models. They integrate individual skills into whole set of process. Apply what they learned to new novel situations.

What is the timeline, resources, staff responsible?

- Year 0: Teachers will learn to understand data, continue studying BLOOM's Taxonomy, having a better understanding of Depth of knowledge and understanding student engagement.
- Year 1: Developing lessons that include complex tasks. Such as investigation, problem solving, decision making and experimental inquiry that are specific to learning goals.
- Year 2: Have teachers begin to map out curriculum to plan and integrate intentional teaching to support BLOOM's and Depth of Knowledge.
- Year 3: Teachers will be able to add rigorous activities and questions in all content areas to support students higher level of thinking.

What is the monitoring plan and data to track implementation and adult data?

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- Using the Results Oriented Cycle of Inquiry (ROCI) and Instructional Leadership Team. Conducting walkthroughs, along with student achievement data to monitor implementation. During coaching observations teachers will get feedback on the level of Bloom's Taxonomy in the classroom.

- Principal, Coach and Instructional Leadership Team.

>Strategy #3: Direct Explicit Instruction.

Describe the Instructional Strategy:

- Teachers are making content explicit through explanation, modeling, representations and examples.
- Posting I can statements in student friendly language and referring students to the objective for every subject area. Students will know the target skill they are working on.

How does this relate to the big idea?

- Implemented correctly during our gradual release we will scaffold with students who need additional support.
- Supporting students of understanding objective.

How is this aligned with career and college ready standards?

- Through direct explicit instruction students make sense of new material, relate ideas, experiences and prior knowledge. They will use their toolbox to sort through the work, and look for solutions to the lesson or problem. This will support students to become college ready.

What is the Research base, relevant data, outcomes?

- Anita Archer-Explicit instruction is systematic, direct, engaging and success oriented and has been shown to have success for all students. - Vygotsky

What is the timeline, resources, staff responsible?

- Year 0: Lesson plans reflect direct explicit instruction by showing I can statements that explicitly target the skill to be taught.
- Year 1: Improve upon year 0. Instructional coach and principal will support teachers with reflecting and identifying target skills.
- Year 2: Enhancing year 1 by adding and ensuring gradual release of responsibility for students. Teachers are making students capable thinkers and are able to understand and do the task that is expected of them.
- Year 3: Teachers will be supported and monitored with direct explicit instruction by walkthroughs, observations and opportunities for reflecting and adjusting to the data presented.

What is the monitoring plan and data to track implementation and adult data?

- Using the Results Oriented Cycle of Inquiry (ROCI) and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation through lesson plans and observations.

- Principal, Coach and Instructional Leadership Team.

>Strategy #4: Workshop Approach in Math and Reading.

Describe the Instructional Strategy:

- A workshop model (center based support with differentiated instruction) supports balanced literacy (phonemic awareness, phonics, vocabulary, comprehension, fluency) and mathematics. Through the workshop model teachers will be able to scaffold and differentiate groups to support students' ability and allow that time to move students forward.

How does this relate to the big idea?

- A workshop model that requires teachers to plan differentiated instruction based on assessments.

How is this aligned with career and college ready standards?

- "Components and practices inherent in the workshop model are not only well founded methodology for approaching implementation of the common core, but probably the best option for effective implementation of the new common core standards." (Literacy Builders, 2011)

- College and career readiness is the umbrella under which many education and workforce policies, programs and initiatives thrive. From high-quality early education and strong, foundational standards in elementary school to rigorous career technical education programs and college completion goals, college and career readiness is unifying agenda across the P-20 education pipeline. (Achieve, 2014)

What is the Research base, relevant data, outcomes?

- "The results support the use of flexible grouping to improve student learning for below-goal students without the potentially negative effects of ability grouping." (Education and Urban Society, S. Castle, C. Baker-Deniz, M. Tortora, Feb. 2005)

What is the timeline, resources, staff responsible?

- Year 0: Using Journeys resource to plan for lessons and activities integrated into the reading workshops in all classrooms. Begin study for math workshop using the book (Guided Math A Framework for Mathematics Instruction) in January 2015

- Year 1: Teachers will implement the math workshop approach. We will utilize Instructional Leadership team walkthroughs and instructional coaching to collect adult practice data and monitor implementation of math workshop and to reflect, adjust implementation and practice.

- Year 2: Implementation of all reading and math workshops, lessons and activities are data driven, based upon using formative assessment. We will utilize Instructional Leadership Team walkthroughs and instructional coaching to (ROCI) collect data related to implementation and adult practice. Teachers will reflect by analyzing monitoring notes and data collected through walkthroughs and coaching observations.

- Year 3: Teachers will continue to get instructional support to guide teachers into creating a strong workshop model for ELA and mathematics.

What is the monitoring plan and data to track implementation and adult data?

- Using the Results Oriented Cycle of Inquiry (ROCI) and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation of launching the workshop model.

- Principal, Coach and Instructional Leadership Team.

Big Idea #2

Reading Across the content Areas for all students everyday.

>Strategy #1: Teaching reading comprehension with Informational text.

Describe the Instructional Strategy:

- Using informational text we will teach Reading Comprehension to help students develop skills and knowledge that will improve their understanding of the content area objectives. We will provide informational text at their grade level and reading ability to support the students learning and understanding.

How does this relate to the big idea?

Students will gain content knowledge through the use of their informational text and develop reading skills and comprehension.

How is this aligned with career and college ready standards?

- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational text. Students will acquire the habits of reading independently and closely, which are essential to their future success. (CCSS.ELA-Literacy. CCRA.R.10)

What is the Research base, relevant data, outcomes?

- Three recent randomized controlled studies found that students in Reading Apprenticeship classrooms made significant gains in literacy and disciplinary knowledge. They also developed more positive academic identities and dispositions for reading and learning. (Westend 1995)

What is the timeline, resources, staff responsible?

- Year 0: Teachers will use informational text from Journeys and leveled readers to teach informational text structures.
- Year 1: Teachers of grades 3-5 will begin Reading Apprenticeship professional learning Teachers in grades K-2 will implement Journeys informational text resources Science: Valley View will have access to all Science Kits at each grade level (from Battle Creek Math Science Center) in the building, available at all times, to allow for us to begin the cross curriculum mapping.
- Year 2: Teachers will participate in cross curriculum mapping to best integrate Science and Social Studies into the ELA block.
Teachers in grades K-5 will develop lessons and activities that integrate Science and Social Studies using

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informational text during the ELA block.

- Year 3: Enhancing year 2 teachers will have incorporated activities and informational text into Science and Social Studies. Staff will be using the Results Oriented Cycle of Inquiry and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation of the curriculum integration and teaching and use of informational text in the ELA block.

What is the monitoring plan and data to track implementation and adult data?

- Using the Results Oriented Cycle of Inquiry and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation.

- Principal, Coach and Instructional Leadership Team.

>Strategy #2: Academic Vocabulary in all content areas.

Describe the Instructional Strategy:

- Introducing posting and finding common language for supporting students with academic vocabulary. Best practice is: All classrooms will have word walls, which will be interactive with academic vocabulary tied to all content areas, focus words posted and visible to all students.

How does this relate to the big idea?

Expanding vocabulary will increase comprehension and support content understanding.

How is this aligned with career and college ready standards?

- Direct vocabulary instruction helps students understand instruction and synthesize new information. -CCSS.ELA-LITERACY.CCRA.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

What is the Research base, relevant data, outcomes?

- Importance of academic direct vocabulary instruction can not be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement.-(Marzano) Research shows a strong relationship between student word knowledge and academic achievement (Stahl & Fairbanks, 1986)

What is the timeline, resources, staff responsible?

- Year 0: Utilizing Journeys vocabulary lessons and vocabulary words connected to the lessons.

- Year 1: Staff will be doing a book study on "Building Academic Vocabulary"-Marzano, We will Implement the 6 step process to building academic vocabulary. We will continue to use Journeys and other curriculum resources to identify key academic terms to teach at both the school and classroom level.

- Year 2: Developing fun and engaging activities/games to help students add to their knowledge of vocabulary terms in all content areas.

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- Year 3: Using the Results Oriented Cycle of Inquiry and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation of academic vocabulary strategies, reflecting upon and monitoring instruction and student achievement and, adjusting instruction based upon walkthrough data, feedback from instructional coach and principal and student achievement data.

What is the monitoring plan and data to track implementation and adult data?

- Using the Results Oriented Cycle of Inquiry (ROCI) and Instructional Leadership Team walkthroughs, along with student achievement data to monitor implementation. Through PLC's teachers will collaborate and support for academic vocabulary.

- Principal, Coach and Instructional Leadership Team.

Big Idea #3

Develop expertise amongst staff to support the teaching of language acquisition.

>Strategy #1: Develop lessons to support ELL students to expand academic language and content knowledge.

Describe the Instructional Strategy:

- Best practice to expand academic language and content knowledge for our ELLs is to Use Differentiated Instruction (based upon WIDA); equitable participation protocols, and active learning strategies to embed language instruction within the content area and to increase academic discourse.

How does this relate to the big idea?

- Skills will be developed to understand academic language across all content areas.

How is this aligned with career and college ready standards?

- ccss.ELA-Literacy.CCRA.L.6: Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

What is the Research base, relevant data, outcomes?

- Embedded language Instruction within content instruction rather than as a separate subject or prerequisite to the learning of academic content-WIDA Consortium 6 Stages-pre production, early production, speech emergent, beginning fluency, intermediate fluency, advanced fluency.

What is the timeline, resources, staff responsible?

- Year 0: WIDA overview and considerations; Focus of Academic Language; Identifying ELL needs and linguistically accommodating; Writing content and language objectives for focused lessons; integrating structured reading and writing for content and language development
*professional learning with Nadra Shami, Dearborn Schools.

- Year 1: ELL teacher to be hired and ELL program development (for Valley View) to begin. This is important to support our high ELL population. Revisiting writing observable and measurable content and language objectives. Selecting and developing

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academic vocabulary (brick and mortar)

Structured Interaction Strategies.

Building capacity to sustain the change process.

*professional learning facilitated by Nadra Shami, Dearborn

Public Schools.

- Year 2: We will continue to plan for year 2 after we have learned what we have accomplished in year 0 and 1. We will Work to develop a sound plan for this year.

- Year 3: We will continue to plan for year 3 after we have learned what we have accomplished in year 0 and 1. We will work to develop a sound plan for this year.

What is the monitoring plan and data to track implementation and adult data?

- Using the Results Oriented Cycle of Inquiry and Instructional Leadership Team walkthroughs, along with student achievement data (WIDA, F&P Running Records, Math assessments, MAP) to monitor implementation.

- Principal, Coach and Instructional Leadership Team and ESL teacher.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Use of Student Data

How does the school promote the continuous use of individual student data (such as: formative, interim, and summative)?

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All K-5 teachers will use formative and summative assessment data, they will analyze and adjust teaching at PLC's weekly: We will ROCI (results-oriented cycle of inquiry) around our data to adjust instruction in the classroom.

- *to help teachers target instruction that meets specific learning goals

- *support student learning goals

- *check for progress and detect learning gains and check for misconceptions

- *differentiate instruction and ROCI to adjust and meet student needs.

- *provide frequent feedback to students related to their learning

What expectations for regular and on-going building-wide use of data do we have?

Data driven instruction for all students in all content areas. To accomplish this the following will be in place:

- *We will be analyzing and ROCI around our student data.

- *Analyze NWEA MAP Reading and Math assessments (3 times/year)

- *F&P Running Records (benchmarks given 3 times per year)

- *Running Records (as administered monthly)

- *MLPP assessments

- *Math fact fluency assessments

- *District writing assessments

- *Science and Social Studies summative assessments

What is the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction?

Focus on learning rather than teaching, work collaboratively, and hold ourselves accountable for results. *Professional Learning Communities, analyzing student data and reflecting on instruction using our ROCI model. (Dufour, 2004)

- *Instructional staff will engage in grade-level PLCs twice a week for a minimum of 35 minutes at PLC's, they will be data driven and teachers will use ROCI to support what they need to change instructionally in the classroom.

- *develop and analyze assessments

- *share instructional strategies

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*collaboratively develop lessons and activities to provide Tier II interventions and enrichment to meet the individual needs of students

What professional development is necessary?

Partner with Fremont Elementary and contract with Solution Tree to analyze the specific needs of our instructional staff in order to design intentional professional development that will allow us to differentiate our learning.

*Math Recovery Training for all K-5 teachers and Special Ed staff

*Instructional coaches for ELA and Mathematics to support all teachers with new learning and change.

What instructional program outcomes and what is the plan to assess for impact?

Every PLC will understand how to:

*develop and analyze common formative assessments in addition to learning and practicing scoring assessments accurately and consistently

*plan for Tier I instruction and Tier II & III interventions

*Cross curricular integration of lessons and activities in all content areas

*increase student achievement in all content areas

*Analyze data and ROCI to adjust instruction in the classroom.

Implementation of Multi Tiered System of Support for all students:

1. Provide high-quality robust Tier 1 instruction and Tier II, Tier III interventions. Our staff will implement 30 minutes daily of intervention time to support student catch up growth. Teachers will focus on supporting students who need that extra dose of support apart from Tier I instruction.

2. Monitoring student progress frequently to make decisions about changes in instruction or goals.

MTSS

Universal Screener: MAP

Progress Monitoring: running records (benchmark and cold reads); MLPP assessments; fact fluency assessments.

*Tier II and Tier III intervention take place during intervention block and in the classroom, through the workshop model in all content areas.

Year 0: Math Recovery Screener and Diagnostic assessments (in pilot classrooms); Implement FrontRow (web based program) to provide interventions in mathematics during technology time; review and pilot Rode to the Code and KPALS, 1 PALS (K-1)

Year 1: Implement research based intervention systems during intervention block.

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*teacher progress monitoring notes will be analyzed to determine grouping based on student need and/or ability.

*Interventions will be implemented and common assessments used to analyze student growth. We will be able to demonstrate that more of our students achieve learning targets and more kids are caught up to learning targets

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A and 8B:

Currently priority schools have 4 special area classes, music, physical education, art and enrichment (technology). Beginning in the fall of 2015, the enrichment class, which meets with every student K-5, twice per week for 40 minutes (for a total of 80 minutes weekly) will be changed to become a Social Studies through technology integration class. Prior to implementation, the enrichment teacher will receive Social Studies curriculum development support, and training in content area reading strategies, as well as time to embed the current district technology curriculum into this core area. This will also allow general education teachers to focus more classroom instructional time on the other academic core areas. To that end, general education instructional time will be increased by 80 minutes per week and as a result building leaders will ensure that:

- o All students receive a minimum 30-minute block of instruction in the area of science in the general education classroom 4-5 days per week.
- o All classrooms reduce the amount of non-instructional time from breaks and transitions. (50 minutes per week)
- o Increase literacy instruction from 90 minutes to 120 minutes per day.
- o Increase the math instructional block from 60 minutes to 75 minutes per day.
- o All students will have access to an additional 30 minutes of enrichment provided by the classroom teacher 5 days per week through the implementation of an RTI intervention and enrichment block.

In addition, School leaders will work with the Director of the 21st century after school enrichment program to ensure that the highest-need students are receiving supplemental instructional support in afterschool programming.

Indicator 8C:

Professional learning by staff will occur using a variety of modalities including embedded coaching, after school training and full day inclusive trainings during the school year as well as during the summer. The emphasis of the professional development is to support implementation of big ideas identified in each priority plan. To increase time for professional learning, all teachers will be required to report early two times per week for a minimum of 40 minutes each session, to engage in professional learning communities outside of the school day. During this time teachers will engage in the following activities:

- Discussing teacher work: Teachers work together to improve and diversify their instructional practice. They collectively develop, refine and review lesson plans or assessments. Teachers conduct observations of their colleagues followed by constructive feedback and dialogue.

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- Discussing student work: Participants look at examples of student work and offer recommendations on how lessons or teaching approaches may be modified to improve the quality of the student work.
- Discussing student data: Participants analyze student data to identify trends--such as which students are consistently failing or underperforming--and collaboratively develop strategies to help students who may be struggling.
- Discussing professional literature: Participants select a text to read, such as an article about an instructional technique, and then engage in structured dialogue about the text and how it can inform their teaching.

Additionally, time will be allocated to redesign of the master schedule to accommodate common planning time for grade level teachers at least one time per week during the school day.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Parent/Community Engagement: 9A

As almost all school- or community-based educators will admit, one of the biggest challenges they face is that of engaging parents or other adult caregivers meaningfully and consistently in their children's learning. Despite this challenge, educators deeply desire that parents become more involved in their children's education, as research clearly shows that there is a strong positive relationship between a student's success in school and the level of engagement by his or her parents with the school (Epstein, Clark, Salinas, & Sanders, 1997; Henderson & Mapp, 2002; Van Voorhis, 2001).

Family Engagement (engage families in reform efforts):

1. Transparency (brutal honesty) -

Year 0:

Make sure that parents know how their child is doing in class and on the standardized tests (State Assessment, MAP) and if their student is in the bottom 30% of the school population. And then discuss a plan to get them out of the bottom 30%. This would link with Learning at Home (action item 3).

Year 1:

Continue to monitor the bottom 30% of students - communication with Teacher and Parent Facilitator, (are they attending conferences, school events/workshops?).

Make attempts to get the parents of students in the bottom 30% more involved in school activities. Such as PTA, literacy nights, committing to before or after school tutoring.

Year 2:

2. Connection - We would like parents to see the school in a more positive light leading to more involvement in their child's education and to a greater capacity to support their child's success in school and in life. We do recognize that some parents have hesitations about school and become a part of their child's education so we need to figure out what we can do on a case to case situation.

Communication - Use a variety of communication methods and increase communication and trust with parents/caregivers of students.

Year 0:

Increase parent involvement information given in weekly school/classroom newsletters, Facebook messages/posts, website information, and information from the PTA.

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Make sure that most communication is translated for our ELL students/parents.

Parent Facilitator will initiate robo-calls to transmit important information to parents.

Develop an exit survey for parents to fill out when they choose to send their child to another school.

Year 1:

Continue all communication methods.

Increase calls/texts from the Teacher (positive and negative concerns) and from the Parent Facilitator to check on concerns with the school and ask for volunteers.

Parent Facilitator would generate a list of school volunteer jobs that any parent could do. Implement the exit survey for parents to fill out when they choose to send their child to another school.

All Kindergarten students will receive a home visit from Valley View staff. Teachers will gain information and collect data on students and student backgrounds to support the transitions into the classroom. This will take place the week before or 2 weeks before school begins in place of our Kindergarten bootcamp.

Year 2:

Reconnect with parents from the previous year.

Start using texting (using generic Google text account for teachers) along with continuing robo-calls to communicate with parents.

Collect and analyze the data from the exit surveys to determine areas that may need to be changed.

Kindergarten students will continue to receive home visits and 1st-5th grade will implement their plan to conduct home visits with our bottom 30%.

Volunteerism - The primary emphasis is to give parents the opportunity to be involved in their child's educational growth and to see some of the enriching things their child is learning (both in the classroom and outside the classroom). If parents cannot come to the school during the school day offering parent nights at different times throughout the year to try to work around parent work schedules.

Year 0:

School staff should demonstrate to parents how their children's health and education can be enhanced by their engagement in school health activities. In addition, parents tend to be more involved if they perceive that school staff and students both want and expect their involvement.

Increase parent involvement by personally inviting parents into the classroom (Parent Friday's) on a rotating basis for all students parents/caregivers (class parties, read to kids, work in small groups, class craft). When parents come into the classroom, make them feel welcome and at ease (introductions, icebreaker with kids).

Year 1:

3. Engagement

Learning at Home - We must get parents/caregivers more involved in learning at home and to provide a better link between the school and home. We want to provide parents with an environment that is comfortable

Year 0:

Offer workshops on Homework Help which would include use of technology.

Homework will be sent home for language arts and mathematics. A parent letter will go home to explain that the expectation is for students to be working on homework nightly and that homework needs to be returned to school.

Year 1:

Offer workshops to build parent knowledge of research based practices that increase student learning that can be implemented at home, along with suggestions for home conditions that support learning at each grade level .

Have a computer and fax machine available for parent use. Every grade level will implement a homework expectation for every student, that will be communicated with parents at Meet the Teacher night, conferences, newsletters

Year 2:

Along with previous practices from years 1 & 2, have school staff attend ESL classes that are offered to parents at the school to give more

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information about the school or answer questions from parents.

Information - Provide parents with seminars, workshops, and information on topics that relate directly to lessons taught in the classroom.

Year 0: Develop a parent survey to determine areas of need.

Year 1:

Use survey to determine areas of need.

Begin to develop workshops of focus dependent on the areas of need.

Year 2: Continue to provide parents with seminars, workshops, and information based on surveyed and observed areas of need.

Parent Resource Center - Target parents of students in the bottom 30% with calls regarding involvement, trainings, and events. Encourage parents to be part of decision making process through PTA or PTO.

Before/After School Tutoring Program-

Year 0 Develop a plan to target the bottom 30% of students for before and/or after school tutoring to be implemented by rotating grade level teachers.

Year 1 Implement the before and/or after school tutoring plan developed in year 0

Year 2 Reflect and analyze results from year 1 and make necessary changes.

4. Sustainability - If parents are engaged in school initiatives from the beginning, they are more likely to stay engaged.

Identify Barriers - Valley View must identify the barriers within this community that prevent parents from being more active in their children's education.

Transportation - Use school buses, community buses, arrange car pools, ride shares

Hold events off-site

Language-Provide translators at all school events/meetings

Outside Commitments - working more than one job. Schedule activities/meetings at different times of the day/night. Schedule more than one meeting for the same purpose

Negative attitudes towards the school or school system

Host events that provide information to parents on how the school works and how the school and parents can work together to promote the learning and health of their children.

Invite parents to participate in a school meeting or activity at the school building before there is a problem related to their children.

Implement programs that are culturally sensitive and that reflect the social and environmental aspects of a community influenced by race/ethnicity, socioeconomic status, locale (rural, suburban, urban), and culture.

Henderson and Mapp (2002)

CDC, Parent Engagement (2012)

6. Community Engagement (engage community partners in reform efforts): Community engagement is a two-way street where the school, families, and the community actively work together, creating networks of shared responsibility for student success. Valley View can coordinate information, resources, and services from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups that can benefit students and families.

Collaboration - Create a system that links families to community health and social service resources, activities, and events.

Ask organizations or businesses to donate incentives for parent education programs and as gifts for parent volunteers.

Encourage community businesses and organizations to sponsor service learning opportunities and other projects that enable students, staff, and parents to contribute to the health of the school and community.

Burma Center

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Girl Scouts of America

United Way

Battle Creek Community Foundation

Girls on the Run

Calhoun County Sheriff's Department

Barnes and Nobles

Bronson Battle Creek-cooking and mileage club

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Battle Creek Public Schools will provide priority schools with operational flexibility in accordance with the aspects of the restructuring plan outlined in the above sections. Specifically:

- Schools will be granted the necessary flexibility to develop its own walk-through instruments. This flexibility will allow each school to effectively establish its own performance objectives. The principal of the building has the flexibility to use Title I set asides to promote and implement all the initiatives outlined in the approved plan.
- Schools will have the flexibility and resources needed to implement its own professional development program based upon identified student and staff needs.
- Schools will have the flexibility to review any portion of the district budget impacting their work and to request reasonable changes in budget allocations in order to meet building goals and implement building initiatives. This flexibility will allow each school the opportunity to align resource allocation with its instructional priorities.
- Schools shall be granted the opportunity, with full consideration, to request additional operational flexibility from the school board, superintendent, or their designees on an as-needed basis.

Battle Creek Public Schools in cooperation is developing a plan to improve operations at the district level using the Education Resource Strategies. These operations influence the ability for each priority school to engage in a rapid turnaround process. The following areas will be studied and refined:

- School Funding: Ensure equitable, transparent, and flexible funding across schools adjusted for student need
- Teaching: Restructure teaching to foster individual and team effectiveness and professional growth
- School Design: Support schools in organizing talent, time, and money to maximize learning
- Instructional Support: Ensure access to aligned curriculum, instruction, assessment, and professional development
- Leadership: Build school and district leader capacity
- Central Services: Redesign central roles for empowerment, accountability, and efficiency
- Partnerships: Partner with families and communities

The district will ensure that operational flexibility is provided in a manner that guarantees that the plan can be implemented as written.

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Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Battle Creek Public Schools will support each priority school's transformational efforts by providing the operational flexibility requested, but will also assist schools in obtaining the necessary training and resources through the creation of a BCPS Transformation Team consisting of the Superintendent, Principals, Assistant Superintendent of Curriculum and Instruction, and school partners. The BCPS Transformation Team will provide technical assistance to each school with primary responsibility for assessing district and building capacity to implement the restructuring plan. Working in collaboration with CISD, the transformation team will implement the attached service plan, which outlines services, and supports the ISD will provide. (See Attachment) The Transformation Team will also be tasked with creating a plan to ensure clear and consistent communication with the community regarding the restructuring plan and all associated implementation efforts.

The Assistant Superintendent of Curriculum Instruction and Assessment will oversee the implementation of each plan. Contact information is included below.

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